

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Burnside
Number of pupils in school	Commissioned 46
Proportion (%) of pupil premium eligible pupils	60% (December 23)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 -2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	January 2024 April 2024 July 2024
Statement authorised by	Quality of Education
Pupil premium lead	Liz Rattue- Head Teacher
Governor / Trustee lead	Lynnette Parvez – Chair of Quality of Education Sub-Committee

### Funding overview

Detail 2021-22	Amount
Pupil premium funding allocation this academic year	£16,879.68
Recovery premium funding allocation this academic year	£1,595
National Tutoring Programme allocation this academic year	£8,988.74
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,291
<b>Total budget for this academic year</b>	<b>£40,754.42</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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<b>Detail 2022-23</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£16, 745.00
Recovery premium funding allocation this academic year	£14, 352.00
National Tutoring Programme allocation this academic year	£7,191.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£38,288.00</b>
<b>Detail 2023-24</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£17,595.00
Recovery premium funding allocation this academic year	£11,040
National Tutoring Programme allocation this academic year	£4,229.99
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£32,864.99</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We have high aspirations for all of our students. We work hard to enable all of our students to develop the skills they need to make progress and achieve their potential. We focus on enabling students to achieve:

- **Better emotional self-regulation and wellbeing**  
All students are better able to regulate their emotions and become more resilient in coping with adversity.
- **Good or better progress and achievement**  
We target and provide support for students to raise their literacy and numeracy skills as well as their general academic outcomes.
- **Increased confidence and self-esteem**  
We work with all students to ensure they have the self-belief, aspirations and necessary strategies to successfully transition to the next stage of their education, employment or training.
- **Improved attendance and punctuality**  
We strive to encourage all students to attend regularly and arrive on time in order to learn and achieve well

Our current Pupil Premium Strategy Plan sets out to meet our objectives by addressing both the social and emotional wellbeing of our students as well as the gaps in academic knowledge and skills. We ensure that diagnostic assessments take place to be able to understand where each student's gaps are so that teaching and interventions can be planned effectively.

Our key principles are a resolute belief that every child has a future and deserves to be provided with the best quality of education that we are able to offer. We ensure that all of our young people feel cared for, safe, supported and challenged so that they can begin to make the progress needed to successfully transition to their chosen destination.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The majority of our students have difficulties in emotionally self regulating, many arriving with histories of behavioural challenge and low self esteem.

	Most of our students are also working at below age related expectations for social and emotional skills including personal, social, creative, problem solving and wellbeing.
2	Most of our students are working at below age related expectations for academic subjects when they first come on roll. Many students have below age related expectations for reading, writing and numeracy.
3	Most of our disadvantaged students generally have greater challenges around preparing for adulthood and transition to next destinations, be that back to mainstream, college or post 16.
4	Many of our students arrive with histories of poor attendance and punctuality.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1 Targeted SEMH interventions are in place with evident progress from baseline which enable students to become more confident and better regulated.	<ul style="list-style-type: none"> <li>• Interventions are identified and implemented using our internal half termly assessments for SEMH age related criteria.</li> <li>• Better engagement in the Wellbeing, Life Skills and Enrichment programme</li> <li>• Introduction of tutor teams enable better pastoral links with students and families to promote and discuss targets.</li> <li>• Progress is seen over time.</li> </ul>
2 Academic gaps are closing with improved progress from baseline. Targeted literacy and/or numeracy interventions are in place with evident progress from baseline.	<ul style="list-style-type: none"> <li>• Half termly pupil progress data shows at least expected progress is being made</li> <li>• End of year attainment data shows Year 11 students have achieved at least in line with expected progress compared to their starting points and non-disadvantaged peers.</li> <li>• Key performance Indicators are used to track progress.</li> <li>• Targeted students have regular, specific interventions such as Precision Teaching, resulting in improved reading/numeracy outcomes.</li> <li>• Daily reading opportunities in place</li> </ul>

<p>3 The majority of students successfully transition back to mainstream, college or post 16 (education, employment or training)</p>	<ul style="list-style-type: none"> <li>• Re-integration data demonstrates that students successfully transition to their chosen school or college.</li> <li>• Post 16 progression data demonstrates no student is NEET</li> <li>• Regular reviews with students, parents/carers demonstrate that they are all fully involved in discussion about transitions so that students are supported well.</li> </ul>
<p>4 Attendance and punctuality is above national average for PRUs</p>	<ul style="list-style-type: none"> <li>• Good attendance and punctuality is celebrated in weekly assembly</li> <li>• Robust system is in place for tracking attendance</li> <li>• Attendance rises from previous school baseline</li> <li>• Follow up processes for poor attendance and punctuality are consistent and timely</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching & Learning Training opportunities for Staff	Research shows that 'high quality' teaching is the most important lever that will help to improve disadvantaged outcomes. This has been identified as a key principle in the EEF Guide to the Pupil Premium.	2, 3,
Purchase of baseline standardised, diagnostic assessments. CPD for staff on the use of diagnostic assessment so that staff are quickly able to address gaps	Standardised baseline assessments can provide very helpful information on the strengths and weakness of individual students. This will also allow appropriate actions to be implemented through targeted interventions.	2, 3,
Staff training in understanding of Restorative Practice, ADHD, ASD & Zones of Regulation & SEND	See EEF SEND guidance and recommendations. See EEF guidance on Improving Behaviour in Schools	1, 2, 3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding reading-purchase of books to promote progress in reading	The Book Trust indicates that Reading for Pleasure increases empathy, vocabulary and general academic progress.	2,3

Accelerated Reader used to promote reading and diagnostically assess reading levels.	See EEF report that Accelerated Reader has positive impact when used regularly. See EEF Literacy guidance	2, 3
One to one/ small intervention support	EEF toolkit	2, 3
Access to online tuition via Academy 21	Students who are unable to learn onsite because they present a risk, are able to access high quality learning online in order to still be able to make progress in their learning.	2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
The development of the Enrichment, Wellbeing & Lifeskills curriculum, based on the belief that all students should have access to a range of opportunities to boost wellbeing, positive behaviour, attendance and aspiration.	Teaching and Learning Toolkit, Education Endowment Fund demonstrates that positive wellbeing is paramount to learning.	1,2,3,4
Group and targeted individual mentoring – Spark2Life mentors 2 days a week	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	1,2,3,4
Project Zero - Engagement Programme for	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	1,4

complex Year 11 group		
Daily Breakfast Club	National Schools' Breakfast Club, and numerous school based case studies, indicate that a free breakfast ensures better learning as no child is hungry. It also improves punctuality.	1,2,3,4
Cultural Capital trips	<a href="https://www.gov.uk/government/publications/valuing-culture-and-heritage-capital-a-framework-towards-decision-making/valuing-culture-and-heritage-capital-a-framework-towards-informing-decision-making">https://www.gov.uk/government/publications/valuing-culture-and-heritage-capital-a-framework-towards-decision-making/valuing-culture-and-heritage-capital-a-framework-towards-informing-decision-making</a>	1,2,3,4
Raised aspirations through targeted careers support, visits and trips	See Gatsby Benchmarks <a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a> We aim to successfully make good progress against all Gatsby Benchmarks. We aim to ensure work experience is offered to all Year 11 students.	3
Contingency Fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4

**Total budgeted cost: £28,635**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil premium impact on pupils in 2022/23. The funding was used to support the following outcomes:

1. Targeted SEMH interventions are in place with evident progress from baseline which enable students to become more confident and better regulated.

- A range of interventions have been put in place to support students to regulate themselves more effectively and use better strategies to navigate challenging situations. For example, weekly EP and CAMHs, weekly Spark2Life group and 1:1 mentoring, ChangeGrowLive, Safer School Officers and IEPs with 3 and 6 weekly progress reviews to support successful return to school.  
As a result, students are well supported to return to mainstream or specialist provision with 50% successfully returning to mainstream or other specialist provision.
- Wellbeing, Enrichment & Lifeskills programme is now built into the curriculum offer, with very good student engagement. Activities include Boxing, Football, Swimming, Gym, Media Production, Cooking, Rowing and Music Studio.
- A tutor team system is now embedded into the school week, with a tutor period every morning, developing positive relationships between tutors, students and parents/carers.
- An essential skills framework has been implemented to teach and measure non-academic skills. This was piloted in 2021-22 with some success and was rolled out in 22-23 with further training for staff and resources identified.

2. Academic gaps are closing with improved progress from baseline. Targeted literacy and/or numeracy interventions are in place with evident progress from baseline.

- Total percentage of students achieved higher grades compared to 2022 cohort.
- 100% students entered (6/6) achieved 5+ 9-1 GCSEs
- 100% students entered for maths & English GCSE gained a 9-1 grade.
- 100% students achieved a Functional Skills Level 1 qualification in maths and English.
- 2 students attended AP colleges, one gaining a L1 Certificate in Construction & one gaining a L1 certificate in Creative Music.

- Final grades were mainly in line with predicted grades.
- GCSEs sat in English Language, English Literature, Maths, Biology & Citizenship. BTECs sat in Sport and Art.
- 1 student sat a GCSE in Turkish.
- 28.5% of GCSE Year 11 cohort were Pupil Premium, both achieving in line with predicted grades.
- 100% Year 11 entered for Functional Skills or Entry Level English and Maths passed both qualifications.
- All students have a reading baseline generated on admission and have timetabled reading sessions. Whole school average reading age is above the national average.

3 The majority of students successfully transition back to mainstream, college or post 16 (education, employment or training)

- 90% (9 students) Year 11 progressed onto a mainstream post 16 destination
- 50% (5 students) progressed onto a Level 1 vocational course at a college.
- 40% (4 students) progressed onto Level 2 courses at a college (2 students from AP College placements)
- Post 16 placements included Level 2 Accountancy, Level 1 Construction & Plumbing/ Electrician and Level 1 Health & Social Care.
- 50% students successfully returned to mainstream or other specialist provision and remain there.

4 Attendance and punctuality is above national average

- 2022-23 Whole school attendance was 74%, which is significantly above the national average for PRUs, currently standing at 60%
- 2022-23 Pupil Premium average cumulative attendance was 68.44%, above the national average for PRUs, currently standing at 60%
- This was achieved through persistently celebrating good attendance in weekly assembly and forensic discussions with students about their attendance in tutor periods.
- We have robust system in place for tracking attendance and tracking attendance from baseline, including previous school baseline.
- We have consistent follow up processes for poor attendance and punctuality, and interventions are consistent and timely.